

K-8 HISTORY-SOCIAL SCIENCE INSTRUCTIONAL RESOURCES EVALUATION FORM

Developed by the Curriculum Development and Supplemental Materials Commission

This evaluation form was developed for use by state evaluation panels as they review K-8 instructional resources submitted for adoption in California. The criteria are based on the ***History-Social Science Framework for California Public Schools, Kindergarten through Grade Twelve***, which was approved by the State Board of Education in July 1987 and reaffirmed by the State Board of Education for another cycle in November 1994.

The criteria are organized as indicated below. The percent that each criterion contributes to the overall score is listed in parenthesis.

Content (65%)

- A. Scholarship - This criterion addresses civic values, democratic principles, diversity, religion, ethical issues, controversy, historiography, and education. (20%)
- B. Presentation - This criterion addresses interest level and narrative style, primary sources, in-depth treatment, interdisciplinary connections and technology. (20%)
- C. Framework Alignment - This criterion addresses correlation with the framework's characteristics, goals, strands, scope and sequence, and course descriptions. (25%)

Pedagogy (35%)

- A. Delivery Issues - This criterion addresses support for the teacher's tasks, including technology. (10%)
- B. Instructional Issues - This criterion addresses the work students do, including English-language learners, and technology. (15%)
- C. Assessment Issues - This criterion addresses assessment. (10%)

A rating ranging from 1 to 5 is made for each criterion, with 5 being high correlation with the criteria, 3 being moderate correlation, and 1 being low correlation. Paragraph descriptions of "5," "3," and "1" ratings are provided in this evaluation form to assist the reviewer in making judgments. A weighted score of 735 out of possible 1050 is worthy of recommendation for adoption.

History Social Science Adoption Criteria

Scholarship 5	Scholarship 3	Scholarship 1
<p>Instructional materials present accurate, detailed content and an extensive variety of perspectives appropriate to the developmental level of students and include examples of recent scholarship. Students are given numerous opportunities to examine issues from more than one point of view; thus, students learn, for example, to detect bias in print and visual media, to recognize illogical thinking, to guard against propaganda, to avoid stereotyping of group members, to reach conclusions based on solid evidence, and to think critically, creatively, and rationally.</p> <p>Throughout the print and nonprint materials, historical and contemporary issues, controversies among historians, and various perspectives of individuals or groups are included which require that students think critically. Different points of view in every historical period are appropriate to the grade level, presented accurately, thoroughly and in various ways, such as through the inclusion of many original sources and documents such as debates, newspapers of the period, court decisions, and speeches.</p> <p>Also included are the perspectives of all participants, such as leaders, followers, the ordinary and the extraordinary. Through intensive study of controversial issues, historical debates, and contemporary issues, it</p>	<p>Instructional materials present and support an acceptable depth of content and a variety of perspectives. Students are given some opportunities to examine issues from more than one point of view and learn some critical thinking skills.</p> <p>Historical controversies, controversies among historians, and various perspectives of individuals or groups are presented accurately and truthfully. There are recurring opportunities to think critically about historical and contemporary controversial issues and controversies among historians. Different points of view are appropriate to the grade level, receive fair depiction, and are represented through the inclusion of some original documents.</p> <p>The rights and responsibilities of citizens in a democracy regarding controversial issues are evident to students.</p>	<p>Instructional materials present and support little depth of content and lack variety in perspectives. Students are given few or no opportunities to examine issues from more than one point of view and to think critically.</p> <p>Historical controversies are avoided or not presented in any significant manner. Rarely is there an opportunity to think critically about historical and contemporary controversial issues. Single points of view are common. When presented, opportunities to think critically about controversial issues or different points of view may be inappropriate for the grade level.</p> <p>Differences of opinions are not defined as to the significance in any historical perspective. Students have few opportunities to experience the point of view of different groups as they relate to a historical event or philosophy, or to a</p>

Scholarship

5

is evident to students that people in a democratic society have a right to disagree, that different perspectives have to be taken into account, and that judgments should be based on reasonable evidence and not on bias.

Whether treating past or present, textbooks, literature, and other instructional resources portray vividly and extensively the experiences of men and women, children and youth, as well as the experiences and perspectives of different racial, religious, and ethnic groups. Both in United States history and in world history, characteristics and values as well as the interaction of groups receive special attention. Whether they are in conflict, cooperate with one another, or live in relative isolation, diverse cultural groups are accurately depicted and appropriately included in the presentation of historical events and developments.

Print and nonprint materials, including literature and visual and performing arts resources, present students with rich understanding of contributions, successes as well as failures, and the religious, ethical beliefs and values of many individuals, groups, and civilizations. History is presented through the eyes of those who were involved; the ethical beliefs and values of cultures in that historical period are represented, helping students develop historical empathy.

Scholarship

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Textbooks, literature, and other instructional resources at each grade level include the experiences of men and women, children and youth, as well as the experiences of different racial, religious, and ethnic groups. In United States history and in world history, interactions among groups receive attention. Diverse cultural groups are depicted with accuracy, and historical facts are presented as though diverse viewpoints and interpretations of historical events are important.

History is presented through the life of individuals and groups, helping students to develop historical empathy.

Scholarship

1

contemporary issue.

The experiences of men and women, children and youth, as well as experiences of different racial, religious, and ethnic groups portrayed in textbooks and other instructional resources reflect single vision and frequently portray ethnocentric bias, distortions, omissions, and stereotypes. There are portrayals of diverse groups, yet their interactions in United States history and in world history are not depicted. The portrayals show little respect for diverse human groups or recognition of diverse cultural histories.

The opportunities for students to look at history through the eyes of those involved are limited.

Scholarship

5

Print and nonprint materials give extensive attention to ethical issues at every grade level through events and issues in world history, United States history, and the stories of people and studies of cultures at the primary grades. Ethical issues are addressed significantly, utilizing varied instructional resources such as historical situations; the study of documents, diaries, journals, autobiographies, and speeches; and literature, both nonfiction and fiction, including myths, legends, and historical tales. The materials delineate with clarity and depth the ethical ideas developed by different people and cultures, either as religious or secular belief systems. Through the variety of studies, students can understand ethical issues from different perspectives and the ways different societies have tried to resolve ethical issues.

Print and nonprint materials reflect, through many examples within the context of chronological history and through literature selections, the importance of religion in history. Through multiple opportunities to read and discuss, students gain an in-depth understanding of why individuals and groups in the United States and in other world cultures acted as they did. Selections from religious literature, both passages within the resources and references to more complete literary works and primary sources, provide students with opportunities to gain important insights into the thinking and beliefs of the people and their

Scholarship

3

Print and nonprint materials give close attention to ethical issues in human history as appropriate to the course description for the grade. The materials delineate in more than one source the ethical ideas developed by different people in history, either as religious or secular belief systems. The materials consider controversies and ethical principles at stake in historical events through the chronological study of history and through literature and primary sources.

Print and nonprint materials reflect the importance of religion in history. Students gain an understanding of why individuals and groups in the United States and in other world cultures acted as they did. Selections from the religious literature are included in sufficient number and detail to give insight into the thinking and beliefs of other people. The selections include the basic ideas of the major religions and their influence on ethical traditions and on the course of human events.

Scholarship

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Print and nonprint materials give occasional attention to ethical issues in human history. The materials talk about either individual issues, societal issues, or universal concerns for ethics and human rights, including religious or secular belief systems. There is no well-planned, sequential progression which would provide for students an understanding in historical context. Few opportunities are provided for the study of controversies and ethical principles in historical events.

Print and nonprint materials do not reflect the importance of religion in history. Instructional materials give little attention to the religious values and beliefs people held. Religion in history is either not addressed or is superficially referenced. Studies include selections from the religious literature and avoid the basic ideas of the major religions and their influence on ethical traditions and on the course of human events.

Scholarship 5	Scholarship 3	Scholarship 1
<p>folkways and traditions. The selections represent accurately and fully the basic ideas of the major religions and their influence on ethical traditions and on the course of human events.</p> <p>Instructional materials for United States history clearly address the role of religion in the founding of the nation. Frequent and in depth attention is given to the intense religious passions that have produced fanaticism and war and to the constitutional protection and political arrangements that allow different religious groups to live amicably in a pluralistic society.</p> <p>Print and nonprint materials at every grade emphasize civic values, democratic principles, and democratic institutions, including frequent opportunities for discussion of the fundamental principles embodied in the United States Constitution and Bill of Rights. Emphasis on our nation's multicultural identity, its contributinal heritage, and its civic values provides students with a foundation for understanding their rights and responsibilities in our pluralistic society.</p> <p>Materials for U.S. history describe the hallmarks of democracy, including the historical struggle to extend the guarantees of the Constitution to all Americans. American history materials pay detailed attention to the evolution of basic democratic principles, such as universal suffrage, freedom of the press, freedom of</p>	<p>Instructional materials for United States history include the role of religion in the founding of the nation and its subsequent social history. Attention is given to the religious passions that have produced fanaticism and war to the constitutional protection and political arrangements that allow different religious groups to live amicably in a pluralistic society.</p> <p>Materials emphasize civic values and democratic principles and give emphasis to the significance of civic values and democratic institutions. Students have the opportunity to discuss the fundamental principles embodied in the United States Constitution and Bill of Rights. The treatment of civic values, the American constitutional heritage, and our nation's identity is adequate to prepare students for their rights and responsibilities as citizens in our pluralistic society.</p> <p>The presentation of the constitutional heritage includes facets of the historical struggle to extend the guarantees of the Constitution to all Americans. American history texts present the evolution of basic democratic principles and rights such as universal suffrage as a finished story. As a result, students gain knowledge of</p>	<p>Instructional materials for United States history neglect the role of religion in the founding of the nation and its subsequent social history. Intense religious passions and the constitutional protections and political arrangements are not addressed or are addressed superficially.</p> <p>Materials give little emphasis to the significance and meaning of civic values and democratic institutions. If presented, the emphasis is on the institution rather than on the issues and processes. When presented, there are few opportunities for students to reflect on the principles embodied in the United States Constitution and Bill of Rights. The materials do not prepare students to assume the roles and responsibilities of citizenship.</p> <p>The evolution of the hallmarks of democratic society, including basic constitutional concepts, receives little substantive attention in resources for U.S. history. Students have few opportunities to reflect on their role in the continuing evolution of democratic and civic values.</p>

Scholarship

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religion, freedom of speech, the rights to due process, universal education, the American work ethic, voluntarism, and respect for the rights of minorities. The presentation of the historical origins of these basic constitutional concepts and rights includes many opportunities for students to reflect on the American story as an ongoing one which includes each of them; democracy requires participation of its citizens.

Comparative examples clarify the significance and inherent strengths of democratic principles and processes. Those instructional materials that deal with world history portray vividly the balance between the powers of the state and the rights of the citizen and note the practices that are associated with a democratic government.

Print and nonprint materials that deal with American life and history give significant attention to patriotic emphases which inspire understanding of and commitment to the best principles in the American heritage. There are frequent and richly developed examples of memorable addresses by historical figures presented within their historical context and their effect on people then and now. Numerous excerpts from the Constitution and the Bill of Rights are provided at appropriate grades. Materials throughout the program include notable poems, quotes, music, plays, visual art, and legends that have helped to create a vision

Scholarship

3

previous historical struggles and have some opportunities to reflect on their own role in safeguarding and extending the nation's democratic ideals and processes.

Comparative examples include the presence or absence of democracy. World history materials emphasize the presence or absence of democratic principles and practices in particular societies.

Print and nonprint materials that deal with American life and history include patriotic emphases to inspire understanding of and commitment to the best principles in the American heritage. There are examples of memorable addresses by historical figures presented in their historical context. There are excerpts from the Constitution and the Bill of Rights; in addition, materials include notable poems, music, plays, visual art, and legends that have helped to create a vision of the United States as a nation committed to equality, justice, and freedom for all its citizens.

Scholarship

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Comparative examples in world history fail to clarify the significance and inherent strengths of democratic principles and processes, do not consider the balance between the power of the state and the rights of the citizen, and rarely note the presence or absence of those practices that are associated with a democratic government.

Materials that deal with American life and history include few patriotic emphases. Those that are presented are of a jingoistic or chauvinistic type. There are occasional and limited examples of memorable addresses by notable historical figures. Excerpts from the Constitution and the Bill of Rights and notable poems, music, visual art and legends are rarely found.

Scholarship

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of the United States as a nation committed to equality, justice, and freedom for all its citizens. The examples bring a realization to students that true patriotism celebrates the moral force of the American idea as a nation that unites as one people the descendants of many cultures, races, religions, and ethnic groups.

Models of intellectual development are well described, and there are numerous examples of men and women, who used their learning and intelligence to make important contributions to democratic practices and society and to science and technology. Materials place a great emphasis on the importance that education plays in a democratic society. Students can readily recognize that our freedom and prosperity depend both on the intellect and the character of our citizens; in the life of our society, education is power.

Students are provided with consistent and recurring opportunities to develop higher level analytic thinking skills through opportunities to explore, for example, causal analyses of history (examining why events happened and why their consequences unfolded as they did).

Scholarship

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Models of intellectual development and examples of men and women whose intelligence and learning provided contributions to democratic practices and society and to science and technology are given within the context of the text narrative. Materials emphasize that our prosperity depends both on the intellect and the character of our citizens. The materials reflect the message that education is power.

Students are provided with opportunities to develop higher-level thinking skills through opportunities to think critically about why events happened and why their consequences unfolded as they did.

Scholarship

1

Models of intellectual development and examples of contributions of educated men and women are few or missing. Few examples of advances in science and technology are given. Materials rarely mention the role of education plays in a democratic society. The connection with educated minds, prosperity and character of our citizens is unclear or weak.

Rarely is there an opportunity for students to think critically about history.

Presentation 5	Presentation 3	Presentation 1
<p>Print and nonprint materials present history as a story well told - vivid, dramatic, exciting, and fascinating study focused on the men and women whose triumphs and tragedies capture the students' attention. Students' interest is sustained through the struggles, triumphs, and failures of real men and women presented in the narrative. Whatever the story to be told - the story has continuity, narrative coherence (a beginning, a middle, and an end), an element of suspense, and other qualities of well-written history based on the best recent scholarship.</p>	<p>Print and nonprint materials present history as an exciting story. The materials are such that students will read (view/use) them with interest, enthusiasm, and pleasure. There is a focus on exciting and dramatic events and the accomplishments and endeavors of people. The story maintains continuity, narrative coherence (a beginning, a middle, and an end), an element of suspense, and other qualities of well-written history.</p>	<p>Print and nonprint materials are generally dull and boring. They are centered on facts, dates, and events rather than on deeds of people; and are not inviting to students. Materials lack narrative coherence and continuity, and are poorly written.</p>
<p>Without sacrificing historical accuracy, the narrative is rich with the forceful personalities, controversies, and issues of the time, accurately presented through the eyes of those who were there. Human interest is incorporated through primary sources such as letters, diaries, documents, and photos to present students with an accurate and vivid picture of the times.</p>	<p>The materials are based on accurate historical information, are vivid in presentation, and are focused on exciting and dramatic events and the accomplishments and endeavors of people. Controversial issues and major events are set in their historical context. Human interest is central to the focus of the instruction, and students can see the relationships to their own lives. Varied sources are used to present to students a sense of the times.</p>	<p>The events and lives of people are too briefly or poorly treated to develop understanding. Human interest is poorly developed in the materials and events and people are not usually "connected" to the students and their lives. Controversial issues are missing or not placed in historical context.</p>
<p>The materials are exemplary in providing a meaningful, historical context in which "turning points" or dramatic events" arise. There is continuity and narrative coherence in the presentation of the content. Students' interest is piqued to find out <i>why</i> these issues and events occurred and <i>how</i> they eventually turned out.</p>	<p>The materials explain cause and effect and promote thinking and inquiry. Materials usually engage students' interest as to <i>why</i> these issues and events occurred and <i>how</i> they eventually turned out.</p>	<p>The materials lack narrative development. Explanations of why events occurred, their causes or origins, their consequences, and their importance are superficial or wholly lacking.</p>

Presentation 5	Presentation 3	Presentation 1
<p>Students are challenged to investigate further through narrative that uses "thick description," which consistently interweaves the important facts, relationships, and perspectives from history, geography, the humanities, ethics, and the social sciences carefully throughout and interprets their significance. The instructional resources not only include the political, economic, and social arrangements of a given society but also its beliefs, religions, culture, arts, architecture, law, literature, sciences, and technology. Examples that are reflective of current issues are included.</p> <p>The impact of geography on historical events is richly explained or visualized. In examining the past and present, the instructional resources consistently help students recognize that events and changes occur in a specific time and place; that historical change has both causes and effects; and that life is bounded by the constraints of place. Instructional resources also consistently help students judge the significance of the relative location of a place. Students have frequent opportunities to analyze how relative location confers important advantages or disadvantages, consider how these advantages or disadvantages can change over time, and determine how such changes have influenced the course of human history. Throughout the instructional resources, the importance of the variables of time and place, when and where, history and geography, is stressed repeatedly.</p>	<p>The narrative incorporates the important facts, relationships, and perspectives from history, geography, the humanities, ethics, and the social sciences and interprets their significance. Political, social/demographic, and economic perspectives are incorporated to explain historical events, their causes, and consequences.</p> <p>The impact of geography on historical events is explained. In examining the past and present, the instructional resources help students recognize that events and changes occur in a specific time and place; that historical change has both causes and effects; and that life is bounded by the constraints of place. The importance of the variables of time and place, when and where, history and geography, is often stressed.</p>	<p>Interweaving of history, geography, the humanities and the perspectives of the social sciences are infrequent and/or superficial. Historical, geographic, and social science facts and interpretive statements include inaccuracies, bias, or a single point of view and reflect inadequate scholarly research in the development of these materials. Social science perspectives are lacking or are only minimally addressed.</p> <p>Historical events are usually unrelated to geographic place.</p>

Presentation 5	Presentation 3	Presentation 1
<p>A richly detailed and exemplary narrative approach providing for in-depth study is the predominant writing mode and consists of a focus on people, their ideas, thoughts, actions, conflicts, struggles, and achievements. There is a focus on explanations so that students clearly understand the likely causes of the events as well as the reasons why the people and events are important, why things turned out as they did, and how they connected to events that followed. The narrative unifies and interrelates the many facts, explanations, visuals, maps, and literary selections included in the topic or unit. Each of these components clearly contribute directly to students' deeper understanding and retention of the events.</p> <p>Topical headings reflect the framework and clearly indicate the content that follows. Each topic builds clearly on the preceding one(s) in a systematic manner. Topics selected for in depth study are enriched with a variety of textbook and non-textbook materials and content-appropriate activities and reflect the framework's course descriptions. Materials avoid superficial skimming of key facts, and "mentioning" of major topics and significant individuals is avoided. The experiences and ideas of each culture and society are presented accurately and in sufficient depth so that students can draw clear and accurate comparisons, develop valid cross-cultural generalizations from the particulars presented, and reach well-reasoned conclusions from the narrative and additional references or</p>	<p>A detailed narrative approach is the predominant writing mode. The writing explains cause and effect and promotes thinking and inquiry. The narrative unifies and relates the many facts, explanations, visuals, maps, literary selections included in the topic or unit in a focused way. The text is usually free of unrelated facts, sentences, visuals, and student activities which would distract from the topic under study.</p> <p>Topical headings reflect the framework and indicate the content that follows. Each topic builds sequentially on the preceding one. "Mentioning" of major topics and significant individuals is avoided. The experiences and ideas of each culture and society are presented accurately and in some depth. Students are generally able to draw accurate comparisons, develop valid cross-cultural generalizations, and reach reasonable conclusions. Each culture or society is presented accurately and fully, and students can draw clear comparisons and build cross-cultural generalizations from the particulars presented. Source materials for the studies are varied. Cross-cultural studies follow studies of an individual culture.</p>	<p>Writing or other forms of presentation are generally bland and boring.</p> <p>The organization plan is frequently interrupted with unrelated materials and lacks focus. The ideas presented seldom build upon the preceding topic. The materials are cluttered with unrelated facts, sentences, visual materials, and students' activities which detract from the topic. The materials include superficial skimming of large amounts of material and consists largely of "naming" people, dates, places, and events, failing to develop a story line which would allow for students to discuss these people, issues, and events in depth. Studies in cultures or societies are not presented holistically, accurately, or with sufficient depth; thus students will have difficulty in drawing comparisons or building valid cross-cultural generalizations. Cross-cultural comparison are made before or</p>

Presentation 5	Presentation 3	Presentation 1
<p>resources presented. Cross-cultural comparisons do not occur until the culture has been studied in-depth.</p> <p>Appropriate to the grade level, the print and nonprint materials include extensive use of primary sources appropriate to the age level so that students understand in the words of the author(s) the way people saw themselves, their work, their ideas and values, their assumptions, their fears and dreams, and the way they interpreted their own times. These sources are an integral part of the text and nontext materials and are carefully selected to exemplify the topic, and serve as a voice of the past with an authentic sense of other times and places. When only an excerpt is included, the students and teachers are referred to the entire primary source piece.</p> <p>The primary sources represent extensive variation and historical value in their nature and include, as appropriate to the content for a grade, materials such as documents, court decisions, speeches, debates, inaugural addresses, diaries, journals, slave diaries, excerpts from autobiographies, essays, and religious literature.</p> <p>Throughout the course(s) the history-social science content is extensively enriched with literature of the historical period and literature about the period from varied genre. Whether fiction or nonfiction, diaries, essays, biographies,</p>	<p>Print and nonprint materials include primary sources appropriate to the age level so that students get an authentic sense of other times and places. These sources are presented within the text and nontext materials in full or as excerpts. Primary sources are incorporated as a meaningful part of the program and support the purposes or topics of the content.</p> <p>The primary sources are appropriate to the content for a grade level and are varied, such as excerpts from autobiographies, speeches, court decisions, diaries, essays, religious literature, and other documentation. Important events and occurrences in the lives of people are represented.</p> <p>Throughout the course(s), the history-social content is enriched with literature from varied genre. The literature enhances the study of the life people, the issues, or the events in the course. The literature reflects the experiences</p>	<p>at the same time the particular cultures are studied. Only textbook materials are used for the studies.</p> <p>If present at all, primary sources are few in number and limited in type. For example, primary sources may be limited to documents and excerpts from documents. When included, it is not clear that the materials truly enrich the content, but rather appear as isolated add-ons.</p> <p>There is limited use of literature to enrich the program. The examples are not representative of the varied genre. The literature or excerpts appear as add-ons and are not meaningfully supportive of the content and the ideals and</p>

Presentation 5	Presentation 3	Presentation 1
<p>autobiographies, myths, legends, historical tales, oral literature, poetry, or religious literature, the literature richly describes the issues or the events studied, as well as the life of the people, including both their work and leisure activities. The literature incorporates a multicultural perspective and richly reflects the experiences of men and women, both ordinary and extraordinary, and of different racial, religious, and ethnic groups. If the full text of the literature is not included within the resources, then students are referred to the material and encouraged to complete the reading.</p> <p>Topics are interdisciplinary in their focus and richly integrate the perspectives of the humanities, including visual art, music, drama, and dance. Whatever the grade level, materials are rich in the perspectives from the humanities and their power, thus engaging students' thoughts and feelings.</p> <p>Review units of previously studied historical periods focus selectively on essential historical antecedents of the chronological period now being presented, building upon the solid foundation from the earlier course. The "Linking Past to Present" units focus selectively on major themes or concepts that provide</p>	<p>of men and women, both ordinary and extraordinary, of different racial, religious, and ethnic groups. The literature represents both literature of the historical period and literature about the period. The literature is appropriately interwoven into the history-social science content to enrich and explain the content. If the full text of the literature is not included within the resources then students are often referred to the material and encouraged to complete the reading.</p> <p>Topics are often interdisciplinary in their focus and integrate the perspectives of the humanities in meaningful ways. Whatever the grade level, materials address the topics from perspectives of the humanities.</p> <p>Review units maintain a clean focus on major ideas or events. They selectively review some essential learnings of the period(s) under review through a cohesive overview and sufficient examples to make these topics clear. The maturity of the student is considered.</p>	<p>values of people during the period of history studied nor the important events of the time.</p> <p>There are few examples of the integration of the humanities. The examples are incidental to the history-social science content, do not represent the perspective of varied disciplines within the humanities, or are not effective in expressing the ideals, values, and beliefs of a people.</p> <p>Review units attempt to cover everything and result in a survey course with lack of focus on significant topics from earlier periods studied.</p>

Presentation**5**

coherence to recent issues, ideas or events. The purpose of these review units is not superficially to "cover everything" presented in an earlier year, but to present major events and issues which relate directly to the units to be studied that give deeper perspectives that are understandable to a more mature mind.

Presentation**3****Presentation****1**

Framework Alignment

5

Within all print and nonprint instructional materials in an instructional program, there is a well-planned, sequential, and clearly articulated development of the essential learnings described in the 3 goals and 12 curriculum strands of the History-Social Science Framework based upon sound historical scholarship and widely accepted scholarly interpretations. Each of the 17 characteristics is systematically developed and integrated throughout the materials in ways appropriate to the content and grade level. All 3 of the major goals delineated in the framework are identified as major purposes of the program and are richly supported in the instructional materials through the well-planned, interrelated, and sequential development of the essential learnings defined in the framework for each curriculum strand. It is clear that the characteristics, goals, and essential learnings in the strands of the framework are fully incorporated in the goals and teaching objectives of these materials.

The content of the print and nonprint materials for grades K-8 clearly reflects the framework's characteristics, goals and strands, and course descriptions, but is not restricted to the grade level chronology detailed in the course descriptions. All the major learnings and units in the framework are effectively developed in the materials within the corresponding K-8 grades.

Chronological history is the primary organizing device in grades 4-8 with specific eras and

Framework Alignment

3

Within all print and nonprint instructional materials in an instructional program, there is a planned, sequential, and articulated development of the essential learnings described in the 3 goals and 12 curriculum strands of the **History-Social Science Framework**. Each of the 17 characteristics is adequately represented at each grade level in ways appropriate to the content and grade level. The 3 goals are addressed at each grade level. The essential learnings in each curriculum strand are included as appropriate to the course and unit descriptions, and there is interplay among the learnings enabling students to see the relationships and connections.

Major learnings and the units developed in the print and nonprint materials for each course description are covered clearly. Chronological history is the organizing approach in grades 4-8 and important topics or units are covered in depth. When there is reordering of major topics or units, the essential learnings are still incorporated.

Framework Alignment

1

The essential learnings in the goals and curriculum strands of the framework are poorly reflected in the goals and strands of the print and nonprint materials. The 17 characteristics, goals and strands of the framework are addressed sporadically, with little evidence of a carefully planned sequence of essential learnings within and between courses. Explanation of the development of the learnings is unclear or missing. Use of these materials is unlikely to produce the intended outcomes of the framework.

The print and nonprint materials fail to reflect the course descriptions. Many of the major learnings specified in the units of each course are not covered adequately or the survey approach is used. Learning developed in the course materials frequently digresses from the content expressed in the framework.

Framework Alignment 5	Framework Alignment 3	Framework Alignment 1
<p>events studied in rich detail and broad scope.</p> <p>In grades K-3 the essential learnings appropriate for young children are introduced in meaningful and dynamic ways through content that young children can understand. At each successive grade level (4-8) for which instructional materials are submitted, the essential learnings described in the framework's curriculum strands are well developed, deepened, and extended in ways that intellectually challenge and personally involve students. Interrelationships among these learnings are strongly evident.</p> <p>The instructional materials for grades K-3 are distinguished by their rich inclusion of literature. The stories bring people and events alive for children and teach ethics, values, and civic responsibility. The selections are broadly representative of varied cultures, ethnic groups, men, women, and children. The K-3 curriculum is frequently integrated with the humanities and the arts, and many opportunities exist for geographic, environmental, civic and economic learnings.</p> <p>In grades 4-8 the content is consistently centered in chronological history. Historical events are presented in a rich narrative style as "a story well told" and the curriculum is strongly supported with sufficient materials to allow students to analyze these events. In both</p>	<p>In grades K-3 the essential learnings appropriate for young children are introduced in meaningful content that young children can understand. At each successive grade level (4-8) for which instructional materials are submitted, the essential learnings described in the framework's curriculum strands are developed, deepened, and extended in ways that often intellectually challenge or personally involve students. Interrelationships among these learnings are usually evident.</p> <p>The K-3 content includes many selections of historical literature that will interest children and provide them with a sense of people and their activities from times past. Included in the materials are biographies, myths, fairy tales, and historical tales as well as stories of men, women, and children from many cultures and ethnic groups. The stories help to bring people and events alive and teach ethics, values, and civic responsibilities. The curriculum is enriched with the humanities and the arts, and frequent opportunities exist for geographic and economic learnings.</p> <p>In grades 4-8 the content is generally centered in chronological history and effectively presented in narrative style. Historical periods are usually presented holistically with integration of historical time and geographic place. Integration with the social sciences and the humanities is</p>	<p>In grades K-3 the materials address the social science approach or the expanding horizons model rather than the framework's emphasis on the "here-there-the" model. In grades 4-8, themes are used to integrate the social sciences rather than chronological history.</p> <p>The K-3 program incorporates little or no historical literature. If included, the genres have little variety. The program fails to include a broad representation of cultures and ethnic groups. Learnings in the humanities, geography, and economics are developed as unrelated concepts.</p> <p>In grades 4-8 the content is rarely centered in chronological history. There is little inclusion of narrative style. History and geography are presented as independent topics, as are the humanities and social sciences. There are few examples of curriculum integration in history-</p>

Framework Alignment 5	Framework Alignment 3	Framework Alignment 1
<p>students' and teachers' materials for grades 4-8, historical periods are presented holistically, with historical time and geographic place integrated and central in both print and nonprint materials. The humanities and social sciences are meaningfully integrated and are strongly evident in both students' and teachers' materials. History-social science is meaningfully correlated with other disciplines such as science, mathematics, language arts, environmental sciences, and the visual and performing arts that are appropriate to the program's objectives.</p> <p>The varied themes of geography are richly integrated with history throughout to describe the environment and to explain why these events occurred where and when they did.</p>	<p>evident. In addition, history-social science is correlated with other disciplines to support student learning.</p> <p>The varied themes of geography are integrated with history throughout to describe the environment and to explain why these events occurred where and when they did.</p>	<p>social science or correlation with other disciplines. Efforts at correlation with other disciplines are unrelated to the major purpose of the program.</p> <p>There is little geography and, when included, it is presented as isolated activities.</p>

Delivery Issues 5	Delivery Issues 3	Delivery Issues 1
<p>The teachers' manuals and reference materials for the program are clear, organized, comprehensive in their presentation; give varied recommendations; are easy to use; and include an overview and/or summary for each unit. The goals, objectives, and varied evaluation components for each unit are closely correlated with the student materials.</p> <p>Development of the goals, strands, and characteristics of the framework is clearly presented and explained in teachers' materials so that teachers can easily see:</p> <ol style="list-style-type: none"> (1) the major goals and objectives of the program and their consistency with the framework's goals and curriculum strands; (2) the sequential organization of learnings in this program; (3) the integration and correlation of learnings across curriculum strands; and (4) the relationship of specific units and teaching objectives in the print and nonprint materials to goals, strands, and essential learnings. <p>The resources provide detailed advice and lesson-specific suggestions for working with diverse students, including students whose primary language is not English. Instructional approaches are given for meeting the needs of all students regardless of primary language, cultural background, disability, learning styles, or special needs. The resources provide teachers with techniques for using the primary language and for Specially Designed Academic</p>	<p>The teachers' manuals and reference materials for the program are understandable and satisfactorily presented, include some variety of recommendations, and are usable. Students' activities are defined, varied and creative.</p> <p>Development of the goals, strands, and characteristics of the framework is presented and explained in teachers' materials so that teachers can easily see:</p> <ol style="list-style-type: none"> (1) the major goals and objectives of the program and their consistency with the framework's goals and curriculum strands; (2) the sequential organization of learnings in this program; (3) the integration and correlation of learnings across curriculum strands; and (4) the relationship of specific units and teaching objectives in the print and nonprint materials to goals, strands, and essential learnings. <p>The resources provide general advice and some lesson-specific suggestions for working with diverse students, including students whose primary language is not English. Instructional approaches are given for meeting the needs of students regardless of primary language, cultural background, disability, learning styles, or special needs. The resources provide teachers with techniques for using the primary language and for Specially Designed Academic</p>	<p>The teachers' manuals and reference materials for the program are unclear and unorganized, give few recommendations or alternatives, and are confusing to use. Students' activities are poorly described, offer little variety, and are not creative.</p> <p>The teachers' materials do not clearly address how the instructional resources develop the framework's goals, strands, and characteristics.</p> <p>The resources provide teachers with limited advice and few lesson-specific suggestions for working with students whose primary language is not English.</p>

Delivery Issues 5	Delivery Issues 3	Delivery Issues 1
<p>Instruction in English (SDAIE) so that the program is not limited or diluted for students who are English language learners.</p> <p>The materials are strongly supported with varied content-appropriate instructional activities that encourage students' active involvement in learning. The resources provide teachers with general advice and frequent lesson-specific suggestions for meaningful individual and group activities. Creative assignments that involve students in the solutions are included. Recommendations for extending students' learning are incorporated by using, for example, literature, the visual and performing arts, project or performance activities, and community-based activities.</p> <p>Background materials for use of technology-related tools, recommendations for incorporating a wide variety of technology, and options for assessing the quality of materials are included.</p> <p>The resources include frequent suggestions for extending the program to the home through homework and parent and community involvement.</p>	<p>Instruction in English (SDAIE) so that the program is not limited or diluted for students who are English language learners.</p> <p>The materials are supported with varied instructional activities that encourage students' active involvement in learning. The resources provide teachers with general advice and lesson-specific suggestions for meaningful individual and group activities.</p> <p>Background materials for use of technology-related tools, recommendations for incorporating technology, and options for assessing the quality of materials are included.</p> <p>The resources include suggestions for extending the program to the home through homework and parent and community involvement.</p>	<p>The materials do not support a varied program. Only occasionally are students actively involved in learning. Many assignments are overly directed and are confined to a single day.</p> <p>Background materials for use of technology-related tools, recommendations for incorporating technology, and options for assessing the quality of materials are seldom included.</p> <p>The resources seldom include suggestions for extending the program to the home and community.</p>

Instructional Issues

5

When viewed holistically, all print and nonprint materials strongly support implementation of the framework with specificity, detail and a clearly evident focus. The materials are comprehensive, have extensive variation, are systematically organized and are developmentally appropriate for students at each grade level. Materials, i.e., student's texts, teacher's manuals, software, videodisk, and videotapes, are aligned in an integrated, constructive program with thematic coherence.

The format of these resources frequently incorporates techniques which promote thinking, writing, reflection, analyzing, problem solving, research, reading comprehension, learning, and retention. End-of chapter or end-of unit materials focus on significant issues, events or concepts presented, and the materials relate to the maturity and interests of the student. The student materials include a glossary of significant vocabulary words.

Various content-appropriate teaching methods, including Specially Designed Academic Instruction in English (SDAIE), are used to engage students in active learning. Instructional resources allow all students, including English language learners and students with special needs, to fully participate in each unit; the tasks and problems are accessible to all students. The problems are rich and open and can be investigated at many different levels. Opportunities are provided for critical thinking

Instructional Issues

3

The print and nonprint materials, when viewed holistically, represent the program organization characteristics, are identifiable, and are focused. The materials are inclusive of more than one perspective, have variety, are organized, and appear appropriate to the age level of the student.

The format of these resources incorporates some techniques which promote thinking, writing, reflection, analyzing, problem solving, research, reading comprehension, learning, and retention. End-of-chapter or end-of-unit materials focus on issues, events or concepts presented, and the materials relate to the maturity and interests of the student. The student materials include a glossary of vocabulary words.

Various content-appropriate teaching methods, including Specially Designed Academic Instruction in English (SDAIE), are used to engage students in active learning. Instructional resources allow most students, including English language learners and students with special needs, to fully participate in each unit; the tasks and problems are accessible to most students. The entry point for tasks and problems is accessible to all students, but there is a gradient of difficulty which may sort

Instructional Issues

1

The print and nonprint materials, when viewed holistically, include the program organization characteristics in a limited way, are vague, and have an unclear focus. The materials are limited in their presentation, have a narrow scope, are diffused or disorganized, and are inappropriate to the age level.

The format of the resources often do not promote thinking, writing, reflection, analyzing, problem solving, research, reading comprehension, learning, and retention. End-of-chapter or end-of-unit materials may rely heavily on fill-in-the-blank, word searches, or other activities that do not require analyzing, problem solving and reflection. There is no student glossary.

Students do not encounter a varied program. All students may not participate in each unit. Activities may not be appropriate for students with a wide range of abilities; the entry point for tasks and problems is not always accessible to all students and there is a steep gradient of difficulty which quickly sorts students by their speed or verbal fluency. Students who are able to fully participate infrequently encounter problems that are rich and open and can be investigated at many different levels. They are

Instructional Issues 5	Instructional Issues 3	Instructional Issues 1
<p>within the context of the course, and time is allowed for students to think critically, creatively, and rationally. Materials include interactive experiences, using technology where practical, for students to practice decision-making, action-taking, and reflection.</p> <p>The regular program is specifically made accessible to English language learners by providing editions in the five most common languages other than English spoken in California*, comparable in quality to those written in English, or by providing glossaries, summaries of key concepts, and directions, instructions, and/or problems and tasks in these five primary languages.</p> <p>Materials strongly support students' mastery of the knowledge and skills in the course content. Opportunities are provided to apply learnings in out-of-school settings, e.g., projects, research, interviews, quality homework, or school and community services.</p> <p>Many tasks use students' family or cultural experiences to create the specific context for the lesson and to include parents as partners.</p>	<p>students. The entry point for tasks and problems is accessible to all students, but there is a gradient of difficulty which may sort students by their speed or verbal fluency. Students who are able to fully participate are provided rich and open activities that can be investigated at different levels. Opportunities are provided for critical thinking within the context of the course, and time is allowed for students to think critically, creatively, and rationally. Students have some opportunity to practice decision-making, action-taking, and reflection.</p> <p>The regular program is made somewhat accessible to English language learners by providing editions in Spanish as well as at least two other languages other than English spoken in California, comparable in quality to those written in English, or by providing glossaries, summaries of key concepts, and directions, instructions, and/or problems and tasks in these primary languages.</p> <p>Materials support students' mastery of the knowledge and skills in the course content. Some opportunities are provided to apply learnings in out-of-school settings.</p> <p>Some tasks use students' family or cultural experiences to create the specific context for the lesson and to include parents as partners.</p>	<p>provided few opportunities to think and reason.</p> <p>The regular program is not generally accessible to English language learners. Directions, instructions, problems and tasks, and/or glossaries and summaries of key concepts, if provided, are only in English.</p> <p>Students have limited opportunities to apply learnings in out-of school settings.</p> <p>Few tasks use students' family or cultural experiences to create the specific context for the lesson. Resources usually do not include</p>

Instructional Issues

5

Resources include a special "message to parents" which explains the goals of the program and suggestions for parents to assist and extend their child's learning. These parent messages are provided in English and the five most common primary languages other than English in California.

Nonprint materials, such as technology and telecommunications, are used in important and varied ways to extend and support learning. Visual nonprint materials such as films, videotapes, charts, and archival items for reproduction are included and are coordinated with the topic under study. These materials are accurate, objective, appropriate for the developmental level of the student, support good teaching practices, and have high student interest. A variety of up-to-date and accurate maps with clear legends are included. These maps illustrate the five major geographic themes.

Technology-related materials that are included, e.g., instructional television, computer software, CD-ROM, interactive videodisk programs are integrally related to other instructional materials systems. Electronic media meet the standards in ***Guidelines for Interactive Technology Resources in California Schools and Guidelines for Instructional Video in California Schools***, utilize technological tools, e.g. databases, database managers, spreadsheets, electronic communication

Instructional Issues

3

Resources include a special "message to parents" which explains the goals of the program and suggestions for parents to assist and extend their child's learning. These parent messages are provided in English, Spanish, and at least two other languages other than English spoken in California.

Nonprint materials, such as technology and telecommunications, are used in varied ways to extend and support learning. Visual nonprint materials are usually coordinated with the topic under study. A variety of up-to-date and accurate maps with clear legends are included.

Technology-related materials that are included are usually related to other instructional materials systems. Electronic media meet the standards in ***Guidelines for Interactive Technology Resources in California Schools and Guidelines for Instructional Video in California Schools***. Electronic media sometimes utilize technological tools, e.g. databases, database managers, spreadsheets, and electronic communication packages. Electronic media provide some examples of

Instructional Issues

1

parents as partners. Resources either do not include a "message to parents" or the message to parents is so vague that it is not of assistance to parents.

Nonprint materials, such as technology and telecommunications, provide little assistance in extending and supporting learning. Visual nonprint materials are not consistently coordinated with the topic under study. These materials include some items that are inaccurate, biased, inappropriate for the developmental level of the student, or not supportive of good teaching practices. A limited variety of maps are included. Maps do not consistently include clear legends.

Technology-related materials that are included, e.g., instructional television, computer software, CD-ROM, interactive videodisk programs are not consistently integrally related to other instructional materials systems. Electronic media may fail to meet the standards in ***Guidelines for Interactive Technology Resources in California Schools and Guidelines for Instructional Video in California Schools***. Materials designed for auditory use do not consistently use clear and

Instructional Issues**5**

packages which are available in multiple format, exemplify primary uses of technology in the social sciences and exemplify the influence that technology has had on the study and understanding of history, geography, civics, economics, and the other social sciences. Materials designed for auditory use (including tapes, videos, and computer software with sound) use clear and appropriate voices, standard grammar and syntax, and speakers with appropriate role presentation.

Instructional Issues**3**

technology in the social sciences, and the influence that technology has had on the study and understanding of history, geography, economics, and the other social sciences. Materials designed for auditory use (including tapes, videos, and computer software with sound) use clear and appropriate voices, standard grammar and syntax, and speakers with appropriate role presentation.

Instructional Issues**1**

appropriate voices, standard grammar and syntax, and speakers with appropriate role presentation.

Assessment 5	Assessment 3	Assessment 1
<p>The assessment and evaluation materials for the program include great variety, strongly encourage students' active participation in the processes, and address all goals and strands of the curriculum, e.g., United States history, world history, geography, economics, American government and civics, citizenship and democratic principles, and critical thinking skills.</p> <p>The program provides a variety of evaluative techniques, such as the teacher's evaluation of student's performance, student's evaluation of personal progress, peer evaluation, and portfolios. Formal and informal assessments include individual and group tasks, reports or projects. Students complete assessment tasks orally, in writing, and/or through the use of technology/media. Assessment tasks include stating and supporting a position and demonstrating a transfer of knowledge to purposeful endeavors or careers.</p> <p>Assessment of student progress includes measures of knowledge gained, critical thinking, participation, and basic skills.</p> <p>Assessments are made accessible to English language learners by providing assessment tasks or prompts in the five most common languages other than English spoken in California.</p>	<p>The assessment and evaluation materials for the program are varied, include students' participation in the processes, and adequately cover the curriculum. Assessment tasks or prompts may be provided in languages other than English spoken in California.</p> <p>In arriving at a holistic judgement, consider the characteristics for assessment and evaluation listed in the level 5 column.</p>	<p>The assessment and evaluation materials for the program offer little variety, provide few or no opportunities for students' participation in the processes, and minimally address the varied areas of the curriculum.</p> <p>In arriving at a holistic judgment, consider the characteristics for assessment and evaluation listed in the level 5 column.</p>